

Technology and Livelihood Education Graduates' Low Performance in the Licensure Examination for Teachers: A Phenomenological Study

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Abstract

Among the major areas in the Licensure Examination for Teachers (LET) in a higher educational institution in CALABARZON area, Technology and Livelihood Education (TLE) ranks the lowest. This qualitative study explored reasons of TLE graduates' low performance. Using phenomenological design, four participants were purposively sampled and interviewed one-on-one. Interview data were transcribed and analyzed using Colaizzi's method. Findings show that the reasons leading to the participants' low LET performance were: curriculum misalignment, inadequate facilities, unavailability of well-maintained laboratory tools, demotivation to study, lack of TLE faculty, long process for laboratory budget and requisition, and misaligned faculty specialization. Participants gave suggestions on how TEIs can adequately prepare TLE graduates for LET: aligning curriculum with national standards, hiring of additional expert faculty, adequate provision of facilities, and further support for LET preparation. It can be concluded that low LET performance is influenced by TEI curriculum and instruction. Mixed method studies may be conducted using these findings to investigate graduates' TLE performance nationwide.

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